

St Mary's Secondary PGCE Behaviour Management



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Learning Objectives

- To map ITT framework to the reality of classroom management.
- To understand the behaviour dynamic in schools
- To have some practical strategies related to classroom management





Section 1

Overview

Learn that:

1. **Establishing and reinforcing routines**, including through positive reinforcement, can help create an effective learning environment.
2. **A predictable and secure environment** benefits all pupils but is particularly valuable for pupils with special educational needs.
3. The ability to **self-regulate one's emotions** affects pupils' ability to learn, success in school and future lives.
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils **have the opportunity to experience meaningful success**.
5. Building **effective relationships** is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by **intrinsic factors** (related to their identity and values) and **extrinsic factors** (related to reward).
7. Pupils' investment in learning is also driven by their **prior experiences and perceptions of success and failure**.

ITT CCF

Outline

The trainee teacher behavioural toolkit: a summary:

Proactive behaviour management

Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

This involves:

- being clear in one's mind what good behaviour looks like.



Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out.



How will you be interacting
with each of these elements?

1. Classroom Behaviour Observation
2. Unstructured Time Behaviour Monitoring
3. Punctuality Tracking
4. Respect and School Pride Assessment
5. Behavioural Data Evaluation
6. Attendance Analysis and Improvement Strategy
7. Permanent Exclusion Review
8. Suspension Effectiveness Evaluation
9. Support for Suspended Pupils
10. Stakeholder Feedback Collection
11. Trust Involvement in Behaviour Policy
12. Off-Rolling and Absentee Behaviour Insight
13. Behavioural Trends vs. Inspection Evidence
14. Off-Site Provision Visit



SO, HOW IMPORTANT WILL 'BEHAVIOUR' BECOME IN THE OFSTED WORLD?

Quality of Education	Personal Development	Leadership and Management
<ul style="list-style-type: none">• Inspectors will consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation').	<ul style="list-style-type: none">• develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	<ul style="list-style-type: none">• leaders' high expectations of all pupils in the school, and the extent to which these are embodied in all staff's day-to-day interactions with pupils

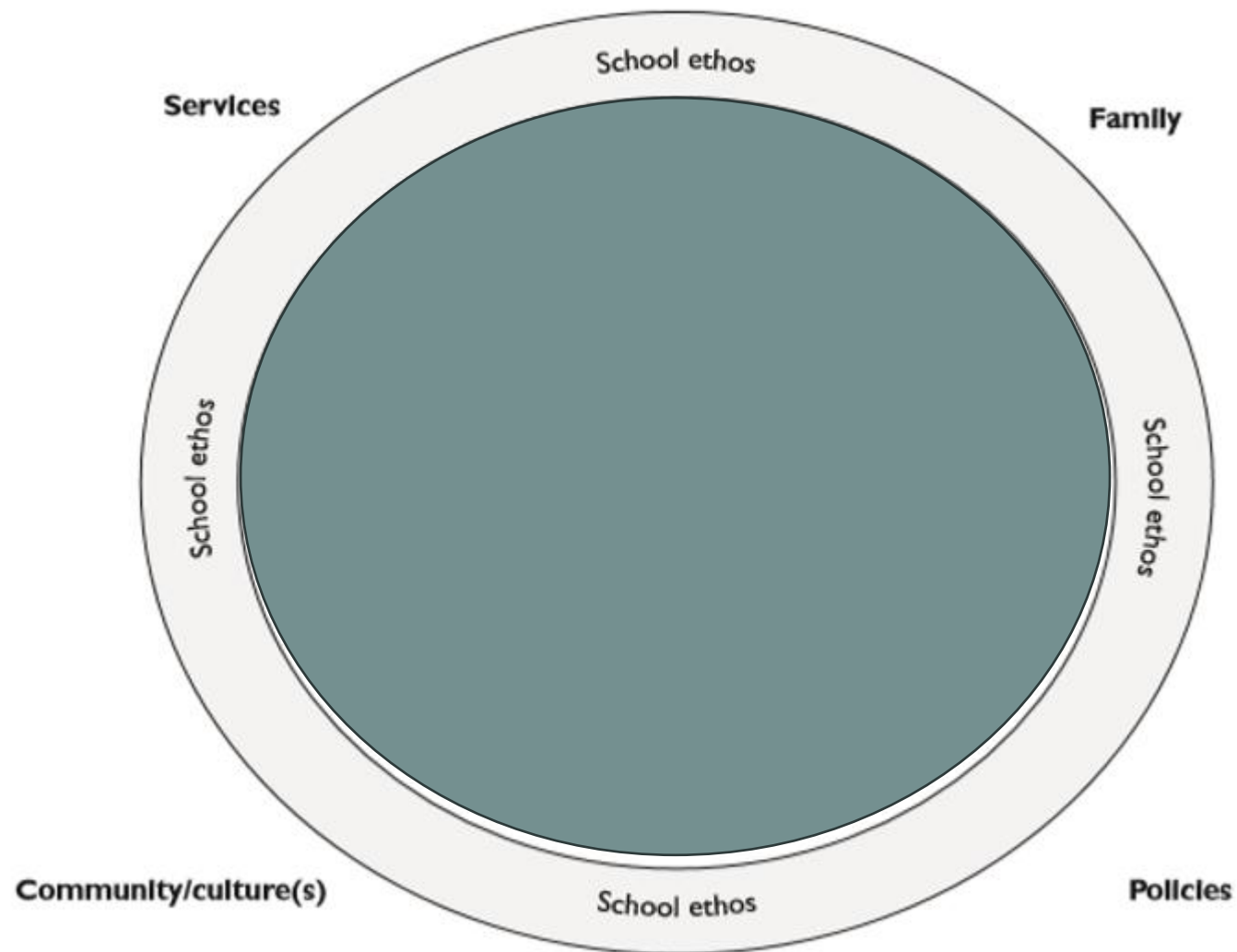


Figure 2.1 The Behaviour for Learning conceptual framework.

Source: adapted from Powell and Tod 2004.



**Prior
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and
perceptions
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Ellis, S.(t. & Tod, J. 2018, *Behaviour for learning: promoting positive relationships in the classroom*, Second edn, Routledge, Taylor & Francis Group, London; New York;.

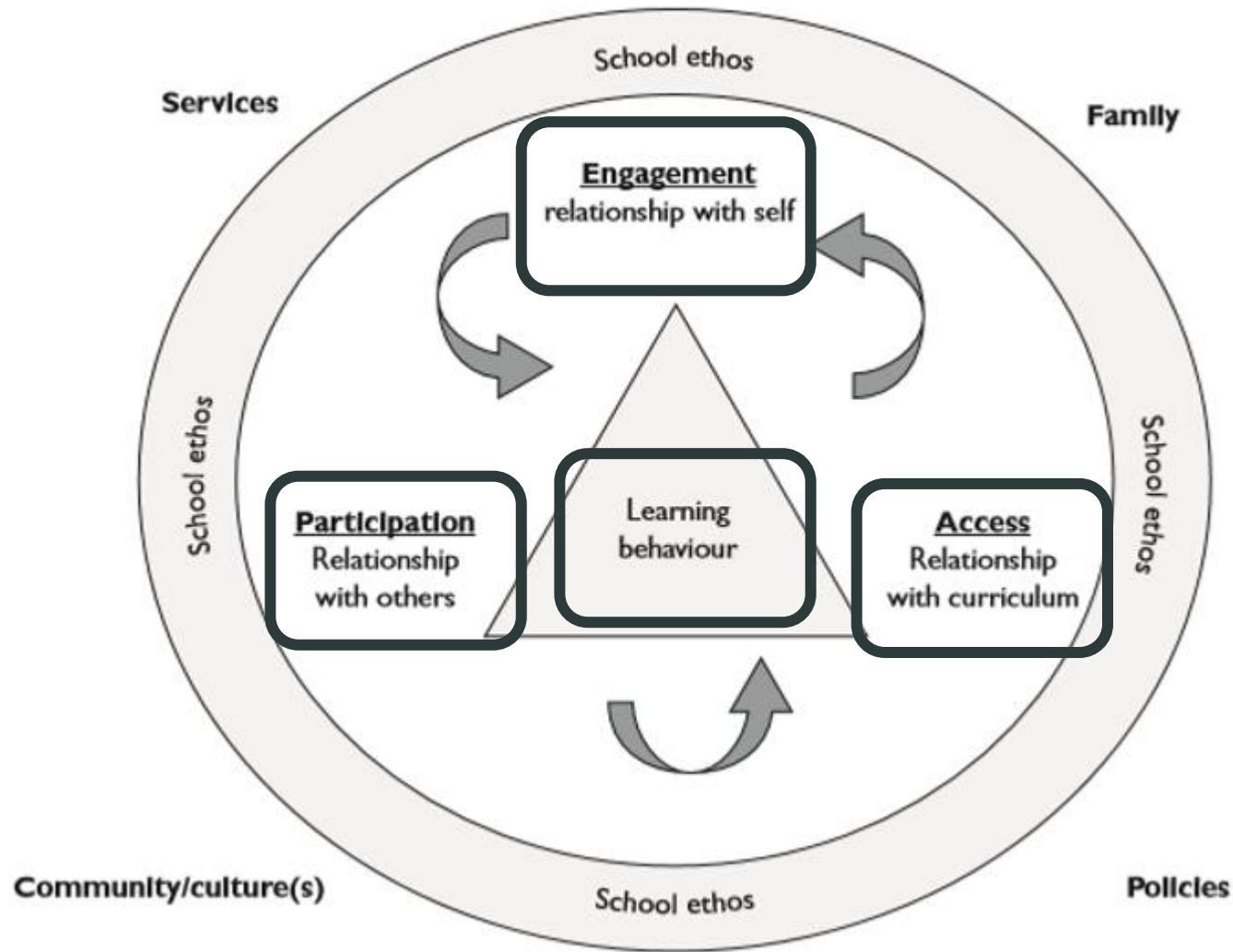


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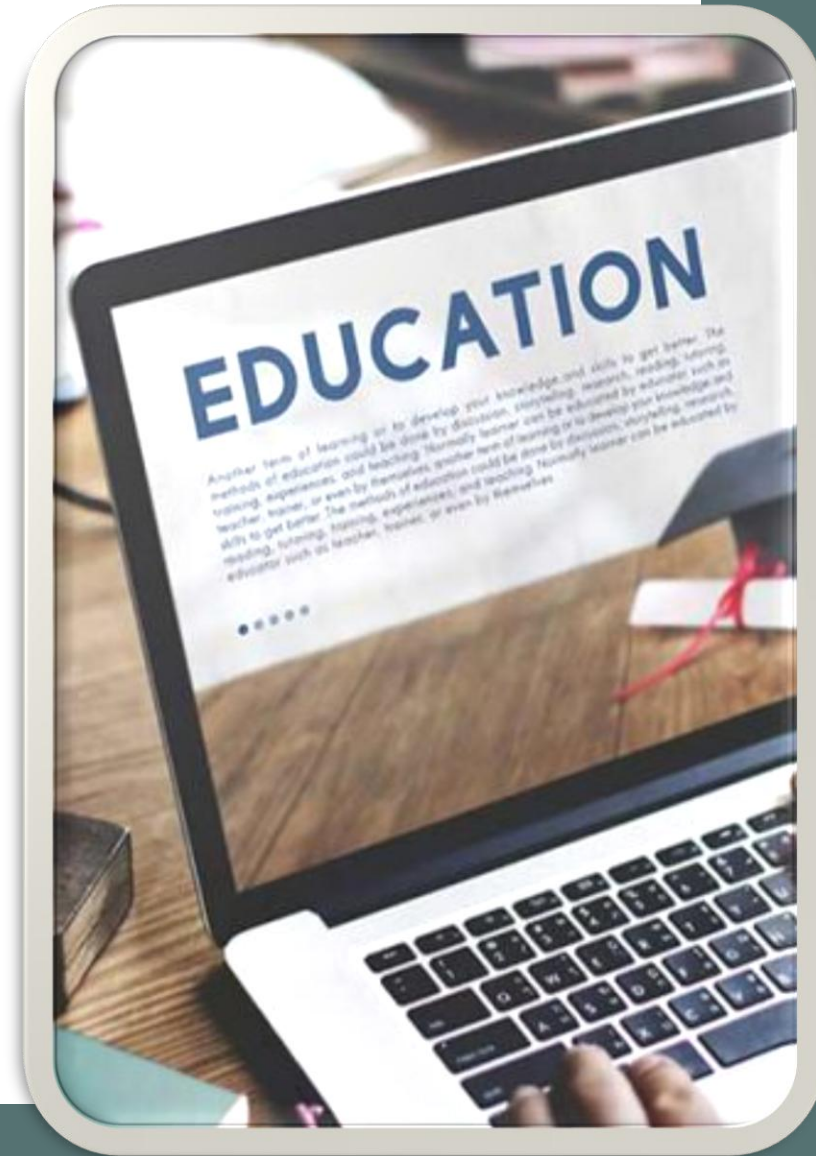
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'Cause I Ain't Got a Pencil

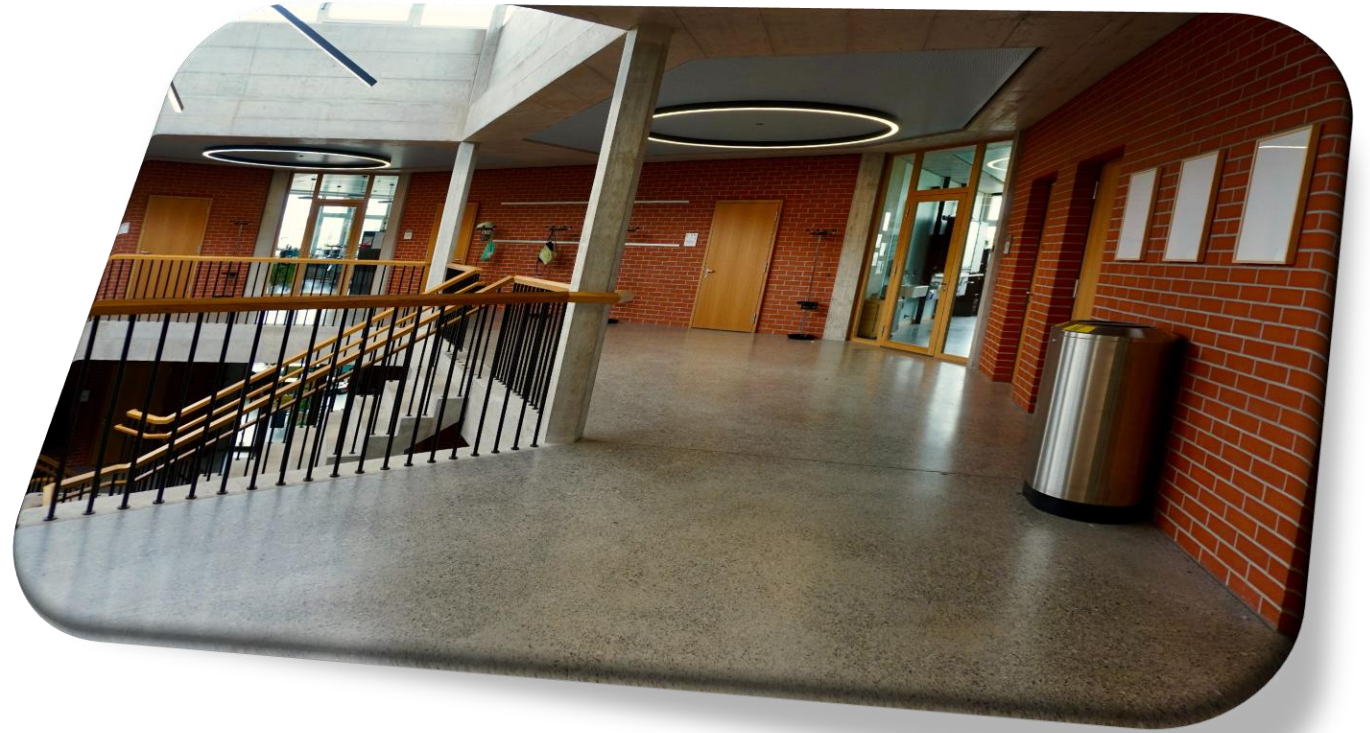
I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got no pencil.

By Joshua T. Dickerson





Academic Source – two themes to be drawn from the paper.



Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>.

3. Classroom climate (**Moderate evidence of impact on student outcomes**)

Covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

4. Classroom management (Moderate evidence of impact on student outcomes)

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

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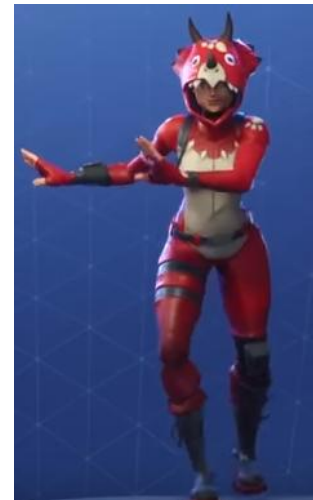
Behaviour has
been around



..... Forever!

'Bottle flipping' banned in schools after
sweeping internet

Fidget spinners: What is the new craze
banned in schools across the nation?



From Fortnite to the classroom: the 'floss'
Fidget spinners, dabbing, bottle flipping... teachers can find it hard to
keep up with every new fad, so here's the low down on the floss
dance and how to deal with it in your classroom.

Behaviour has
been around

..... Forever!

School bans 'malicious coughing' under new coronavirus rules



Behaviour has
been around

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Section 2

Overview to expectations



The trainee teacher behavioural toolkit: a summary:

Introducing the pupils to the rules and expectations of the classroom as soon as possible, preferably on the first encounter.





For classrooms where everyone can learn

Lister expects you to:

Arrive on time and in perfect uniform	Line up and enter your lesson quietly	Put out reading book, planner and equipment at start
Allow others to speak - track the speaker	Speak politely, clearly and respectfully	Follow instructions the first time
Follow the 'No Hands' rule	Keep books and classroom free from graffiti and litter	Pack up and be ready to leave in silence

As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
3. Named: 'David, we listen so we can learn. Thank you.'

Imagine you start a new job and they send a strict dress code, down to the colour of your socks and style of your shoe. They also send you a list of equipment which they say you must have every day. Some of it seems a bit strange - two green pens?- but off you go dutifully to Smiths and equip yourself.

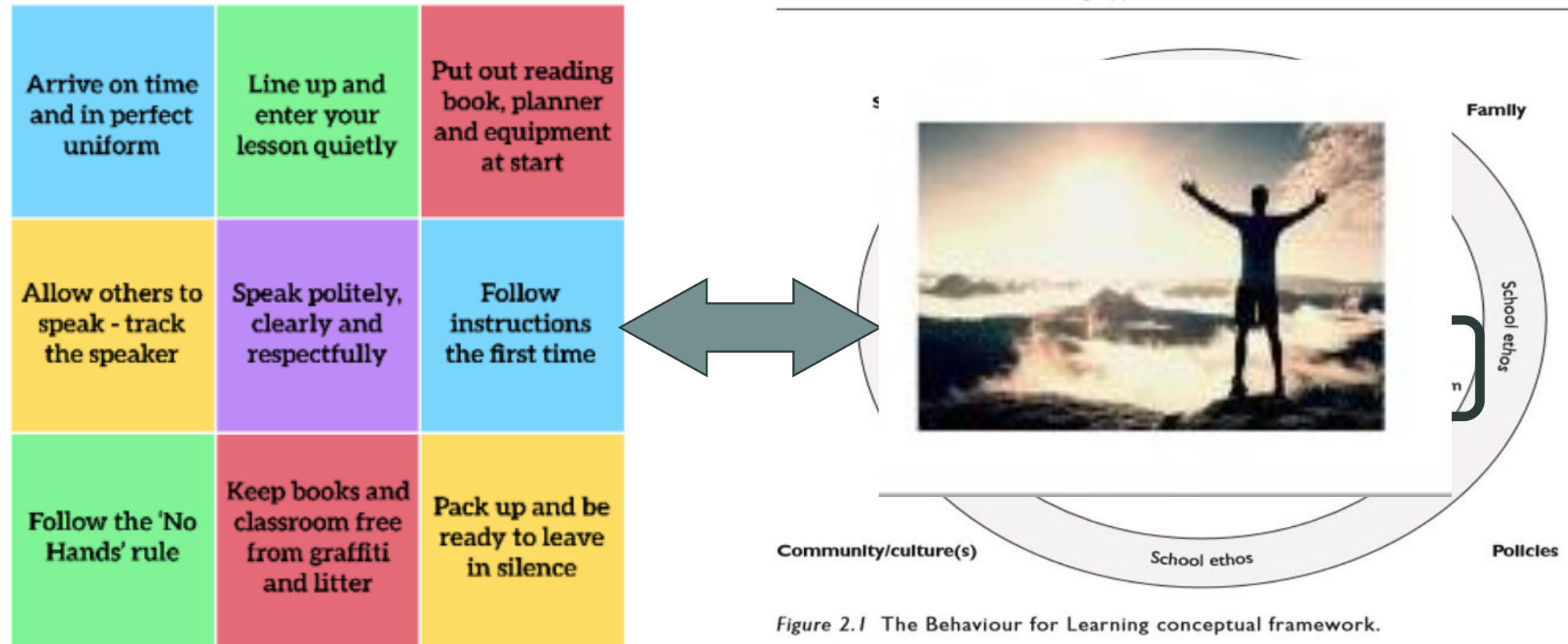


Figure 2.1 The Behaviour for Learning conceptual framework.

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Education

'Strictest' head sparks backlash from parents after telling children to 'speak up and make eye contact'

EXCLUSIVE

The arrival of controversial ex-head Barry Smith as a behaviour consultant at The Abbey School in Faversham has sparked a parental backlash



Children in detention are now referred to as 'detainees' in The Abbey School in Faversham, Kent (Photo: Jeswin Thomas)

- Apparently if they don't talk loud enough back to him he says '10 per cent louder' in their faces,"
- She also claimed that children received a punishment known as a "reflection" if they "take their eyes off of him. "They have to keep their eyes on him at all times."
- Another mother said that "three days running" her daughter had been "pulled up" for not maintaining eye contact.
- One parent claimed that "a boy in Year 7 got reflection for not keeping his arms crossed the whole time". A father said: "My daughter said he got right in her face and made her repeat three times that she must say sir!"

How to move from the behaviour policy to your practice.

1. Read the L&T, SEND register and behaviour policy – lots!!!

From the ITT CCF:

1. Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.
2. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).
3. Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.
4. Reinforcing established school and classroom routines



Arrive on time

Bring required books

Bring correct equipment

Have completed homework

Enter room sensibly

Sit down quietly

Take out books and equipment

Take off outside coat

Don't respond to other pupils

Complete first starter task on board

Look at teacher

Listen to teacher

Answer questions

Don't shout out

Ask if stuck

Keep on task

Focus during transitions

Accept help

Write in full sentences

Use the correct equipment

Complete tasks to best of ability

Be polite

Stop work when asked

Allow others to work uninterrupted

Pack away only when asked

Stand behind chair sensibly

Be silent whilst waiting to be dismissed

Leaving the room sensibly

Seeking help outside of that lesson re HW

Completing next homework

Choices in a lesson

1. Reinforcing established school and classroom routines

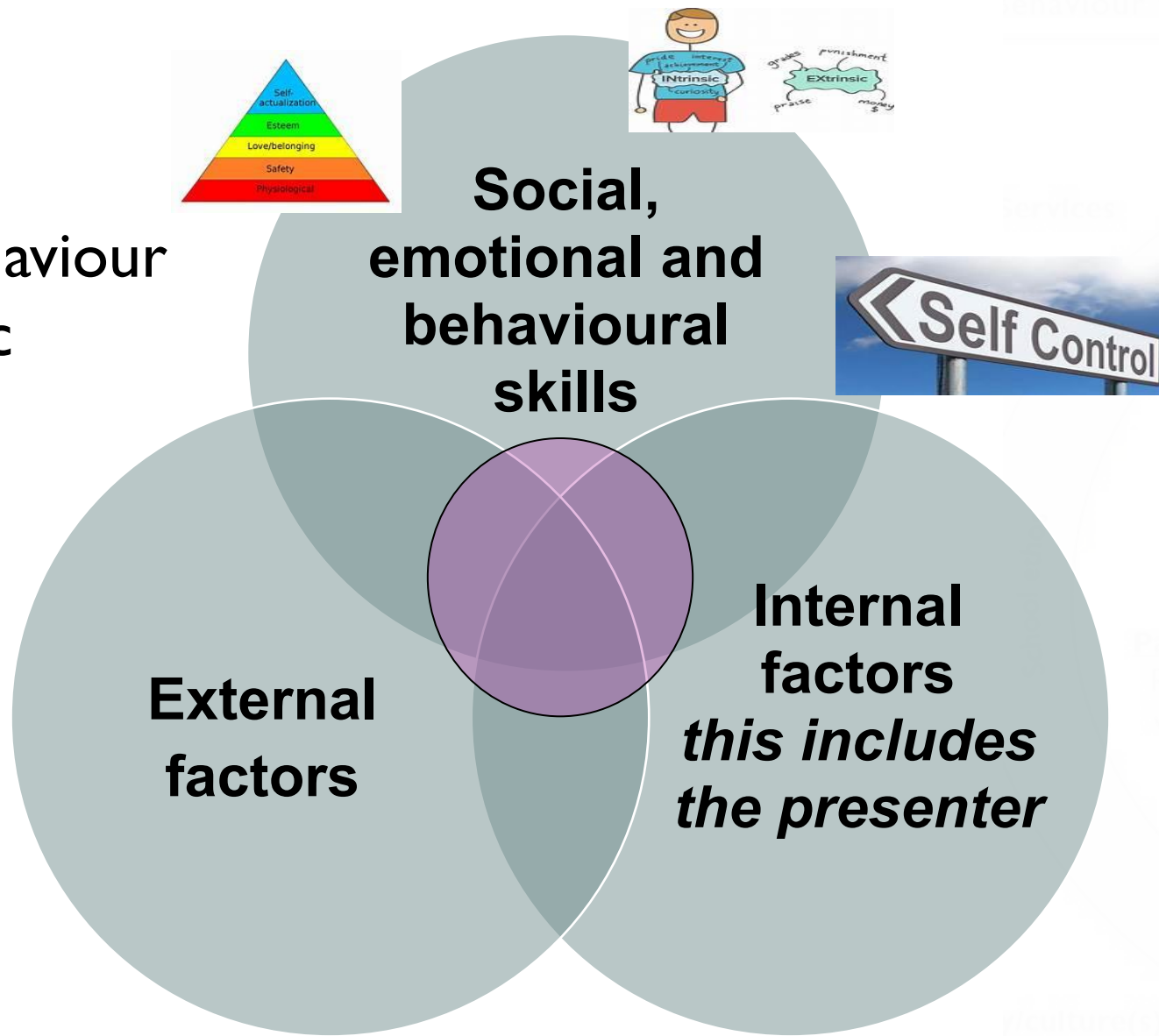




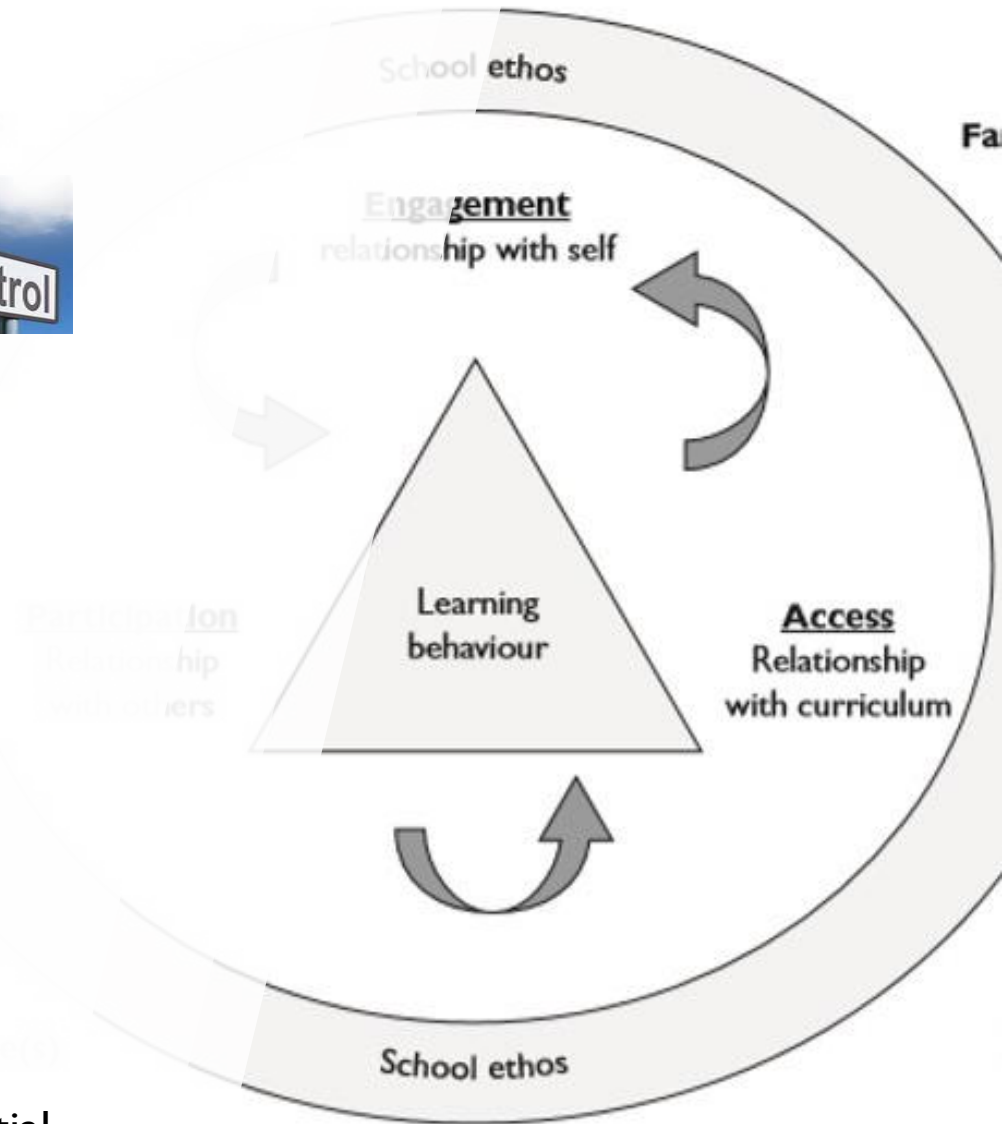
Section 3

Emotional Intelligence

The Behaviour Dynamic



We must be realistic about what we can influence or control – but it is essential that those areas are managed well by that person.



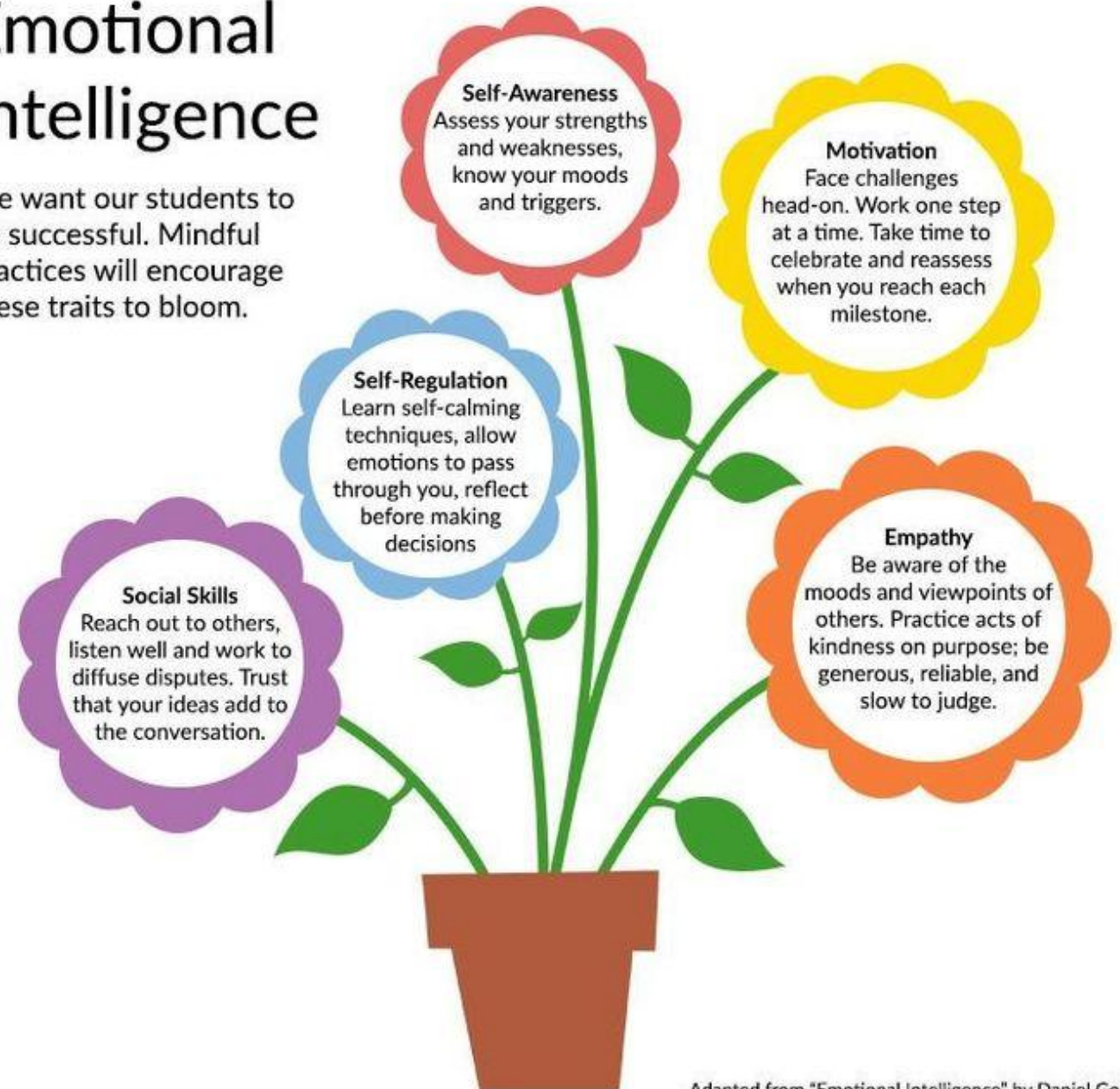
Teaching and modelling a range of social and emotional skills.

Goleman (1995), emotional intelligence is defined as “a set of skills that include self-control, enthusiasm, and persistence, and the ability to motivate oneself.”

Lanthen, J.T. (ed.) (2021) *Understanding emotional intelligence* / John T. Lanthen, editor.
New York: Nova Science Publishers.

5 Elements of Emotional Intelligence

We want our students to be successful. Mindful practices will encourage these traits to bloom.



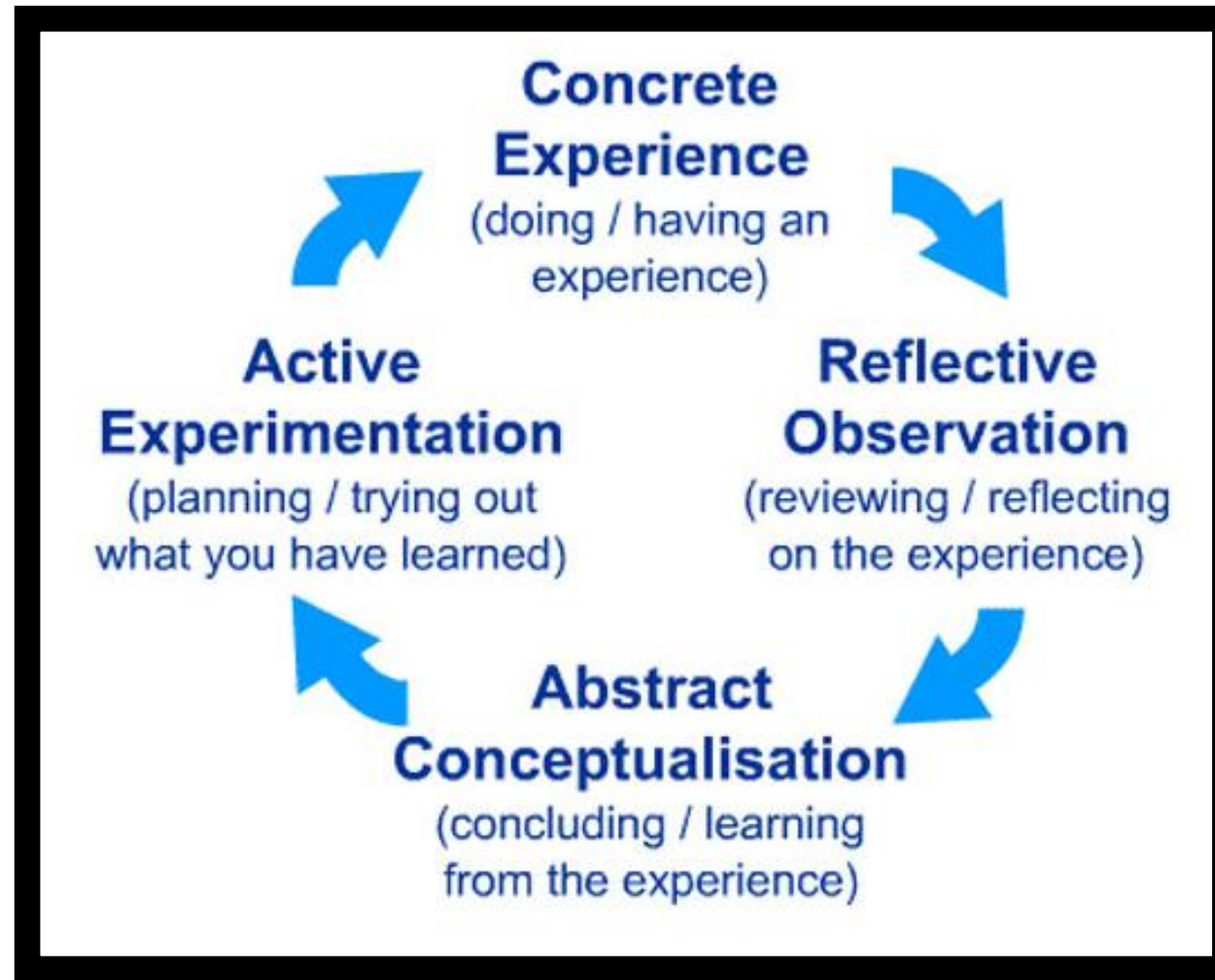
Teaching and modelling a range of social and emotional skills.

All subjects, in the way they are taught

Positive self-concept though experiencing success and mastery, a positive and warm classroom climate and positive and realistic expectations. Sense of coherence through discerning predictable processes and outcomes. Social skills, e.g. conflict resolution, respect for others, empathy, co-operation through group tasks and projects, teacher modelling, and rules of classroom behaviour

Teaching typically expected behaviours will reduce the need to manage misbehaviour.

What is important in practice?



•Morris, T.H. 2020, "Experiential learning - a systematic review and revision of Kolb's model", *Interactive learning environments*, vol. 28, no. 8, pp. 1064-1077.

[illegible]

Primary Behaviours

Choices in a lesson

Arrive on time
Bring required books
Bring correct equipment
Have completed homework
Enter room sensibly
Get down quickly
Take out books and equipment
Take out of school card
Don't respond to other pupils
Complete your own work on board
Look at teacher
Listen to teacher
Answer questions
Don't shout out
Ask if stuck
Keep on task
Focus during transitions
Accept help
Write in full sentences
Use the correct equipment
Complete tasks to best of ability
Do profile
Stop work when asked
Back away only when asked
Stand behind chair sensibly
Be silent whilst waiting to be dismissed
Leaving the room sensibly
Seeking help outside of that lesson
Completing next homework



RESPONSES

Secondary Behaviours



Heat not a furnace for your foe so hot that you do singe yourself.



Section 4

*Bullying as a case
study in Powell
and Tod.*

Keeping children safe in education 2025

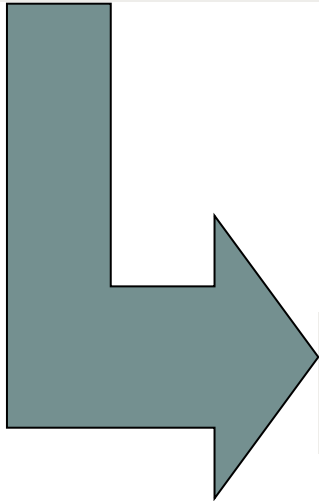
Statutory guidance for schools
and colleges

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Personal Development

- **develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults**

Primary Behaviours



Secondary Behaviours

The selected text highlights some concerning statistics about bullying among young people:

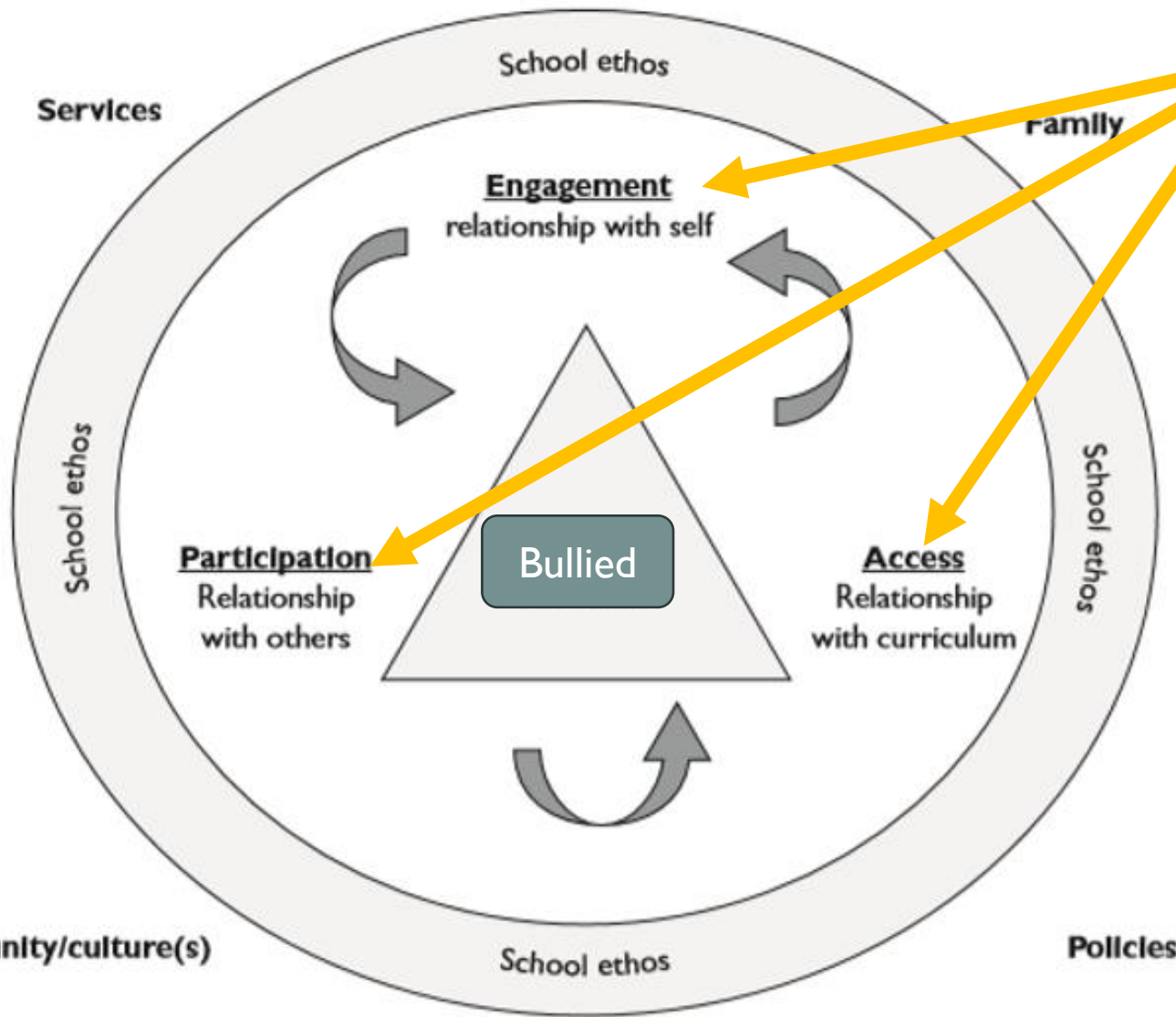
- Prevalence:** 40% of young people were bullied in the last 12 months, with 6% experiencing daily bullying and 9% facing it between once a week and once a month.

- Forms of Bullying:** The most common form was name-calling (26%), followed by exclusion from social groups (18%).

- Impact on School Attendance:** 21% of children who experienced daily bullying had truanted in the last 12 months, which is three times the proportion of those who were not bullied. Girls were almost twice as likely to truant because of bullying compared to boys.

- School Exclusion:** 15% of children who experienced daily bullying had been excluded from school in the last 12 months, compared to 5% of children who were not bullied.

21% of children who experienced daily bullying had truanted in the last 12 months



- A person's perception of the school ethos and climate can be positively or negatively linked to engagement, pro-social behaviours or the opposite.

Three factors:

1. School/classroom climate
2. Bullying Victimisation
3. Negative anti-social behaviours

Aldridge asserts that the one variable in this set is the school and classroom climate.

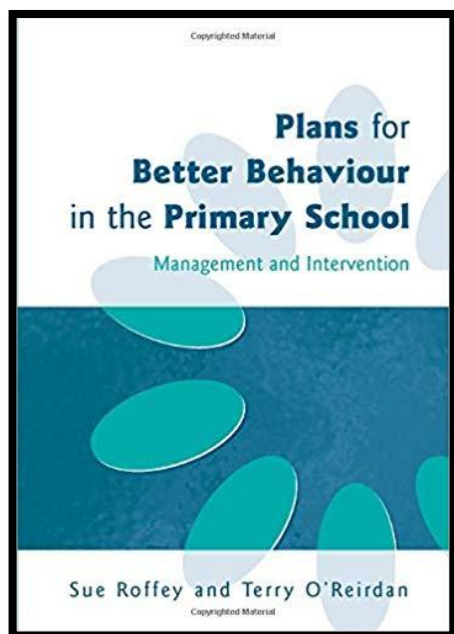
Aldridge, J.M., McChesney, K. and Afari, E. (2018) 'Relationships between school climate, bullying and delinquent behaviours', *Learning environments research*, 21(2), pp. 153–172. Available at: <https://doi.org/10.1007/s10984-017-9249-6>.



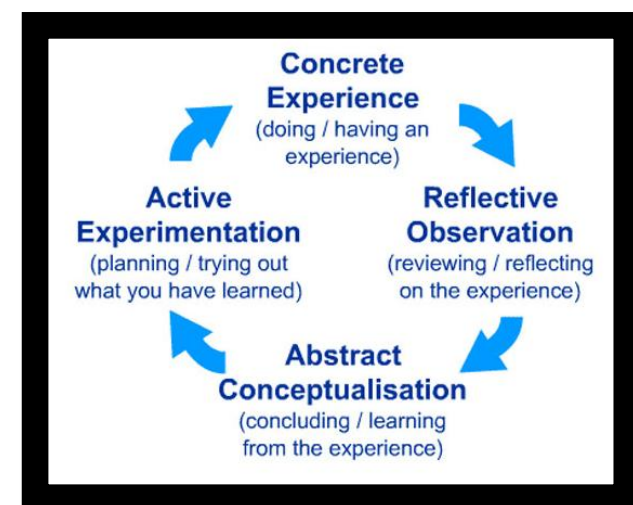
Section 5

Theory to potential Practice

Step 1	Step 2	Step 3	Step 4	Step 5	Other actions
Behaviour - what happened - be precise – like a witness statement.	Context questions - what do you need to know - time of day, contributing factors, room layout, surrounding environment, external factors	Target behaviour - how would you phrase the positive version of the precise behaviour listed on the left?	Short term management strategies - how can you moderate, adapt, or reduce likelihood of the same behaviour tomorrow period 4?	Intervention plans for longer term change - do you need wider support? If so, from who and go and get it!	Do you need to do anything else?



Roffey, S. & O'Reirdan, T. 2003, *Plans for better behaviour in the primary school: management and intervention*, David Fulton, London.



Behaviour	Context questions - what do you need to know	Target behaviour - behaviour for learning	Short term management strategies	Intervention plans for longer term change	Other actions
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Avoidance Strategies

Poor organisation

Distracted by others

Not finishing work started

Over-the-top behaviours

Outright defiance

Rudeness

Verbal bullying/name calling
Inappropriate contact with others.

Physical bullying/intimidation

Lying/denial of responsibility



When in practice, use this approach to reflect on the situations you have been engaged in. Develop your own support group, get together and apply this.

**Direct
questions
– use what,
when or
how but
not why!**

Distraction/
diversion –
‘Becky – can
you help me
to give out
the papers?
Thanks.’

Rule/expectati
on reminder –
‘remember we
agreed to raise
our hands so
everybody can
have their say’
Think pair
share/snowball

Behavioural
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‘Dean –
listening to
instructions –
thanks’

Incidental
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we have 5
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Language of choice – ‘Grace, remember the agreement about phones – put it away or I’ll have to pass what you’re doing on – it’s your choice’.

Proximity work in relation to non-verbal and verbal communication – use quiet redirection language and then walk away to divert onto another activity – this presumes compliance.

Tactical ignoring – if a student complies with the key redirection but mutters under their breath – ignore it, don’t respond – they are complying. You can talk in private about reactions later.

Separating the behaviour from the student – emphasise that it is the behaviour you do not like not them!

Tactical pausing – pause briefly in a behavioural direction – ‘Dean – listening Thanks’

Partial agreement – ‘but Wes was messing about as well’ – ‘that may be so – but we are talking about you at the moment’.



Work the room!

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SUMMARY



**Rules and
routines**



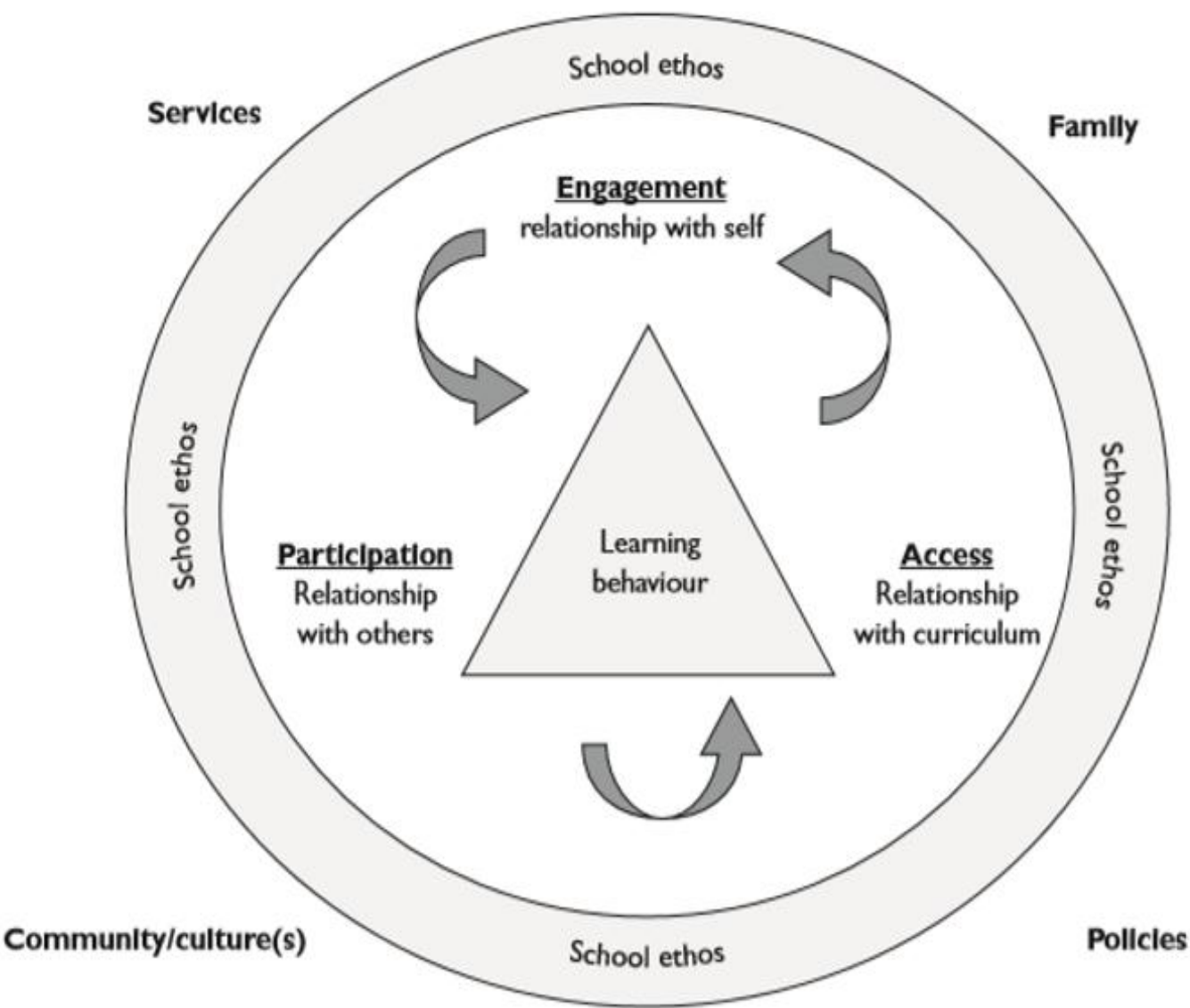


Figure 2.1 The Behaviour for Learning conceptual framework.
Source: adapted from Powell and Tod 2004.

THANK
YOU

Bob Hope

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Home address!!

